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ABSTRACT

An Institutional Goals Inventory (IGI) is used to assess a health science subsystem within a Western statewide higher educational system. Institutional goals are defined as ideal conditions the institution can continuously seek to maximize or perfect. Data were collected from each college and campus responsible for health science education and for the establishment of health science learning environments. The goals were divided into two categories. Outcome goals are those related to the institution and refer to intellectual development. Process goals are those internal goals related to the educational processes and campus milieu. Both long- and short-range goals in health sciences were identified in an attempt to understand the goal responsiveness of each specific educational institution within the state system. The seven goal areas considered most important by each institution include: academic development, intellectual orientation, freedom, accountability/efficiency, individual personal development, vocational preparation, and meeting local needs. The collected data are analyzed and tabulated. The data will serve as the base for development of a future-oriented institutional planning mechanism in a health science subsystem within a statewide higher education system. (SF)

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"INSTITUTIONAL GOALS ANALYSES OF A HEALTH SCIENCE SUBSYSTEM IN A STATEWIDE HIGHER EDUCATION SYSTEM"

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Introduction

In the recent issue of THE JOURNAL OF HIGHER EDUCATION (July/August, 1979), a special editorial committee compiled a collection of articles to celebrate the Journal's 50th year of publication. The articles were selected as those articles which had been recognized as creating the greatest historical and professional impact. Relevant to the issues of Institutional Goal Analysis and Organizational Subunits, the following quotes were noted:

> Richard Perry (1979) in 1972 commented on Institutional Goal Analysis by stating that institutional research is the vital trend force in higher education. He stated, "A knowledgeable force is needed which can offer rational, logically constructed analyses, which describe education for what it is, indeed, for what it ought to be... Decisions about education, its programs, its direction, its funding, its leadership must be based on research....so that the path to be followed can be chosen against a background of carefully considered alternatives and consequences."
>
> Additionally, Edward Litchfield (1979) in 1959 commented on organizational subunits within large American universities by identifying the health professions (health sciences) as an organizational unit with strong clear interrelationships. He identified this type of

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organizational subunit as facilitating "productive interrelationships, continuing communication, and joint programs of research and teaching, and, most important...provide much greater professional breadth of education..."

Organizational theorists have puzzled over the conceptualization of organizational analysis --- to elucidate the goals or intentions of organizations and to understand the organizational behavior interrelated within such systems. Educational organizations, as in institutions of higher learning, represent an example of such complexity -- and yet are little understood. Such educational institutions and health science subunits (a recent innovation) have missions/and or goals with many different meanings and uses within different campus environments. The significance of institutional goals serves as a principle or premise upon which institutional policies are developed. The conceptual framework of institutional goals represents an institution's reality -- that is its philosophy as an interorganizational, social, political, and educational entity. Although the task of elucidating institutional goals can be extremely difficult, educational/organizational systems, as well as other institutions within society, have found it necessary to define the clarity of their purpose and their overall intention. As Georgiou has stated (1973) "Organizations are not received as analytically distinctive social units given meaning by their goals, but as arbitrary focusses of interest, a marketplace whose structures and processes are the outcomes of the complex accommodations made by actors exchanging a variety of incentives and pursuing a diversity of goals".

Rather unlike other single purpose organizations, the goals of educational institutions can be envisioned in a variety of contexts. Even more difficult has been the need of higher educational systems, with complex health science systems, to coordinate and plan for goal attainment which the superordinate authority has the responsibility for setting systemwide guidelines. It is a significant challenge for health science subsystems to design programs which incorporate individual campus preferences and aspirations integrated within system-wide institutional purposes, goals, and plans.

Perhaps the fundamental difficulty in defining the basic goals of a college arises from the multiplicity of possible goals that are variously supported -- and often in conflicting fashion -- by special interest groups (Peterson and Uhl, 1975). Because of these and other conflicting interests, higher education institutions have rarely ventured to add new goals -- specifically goals related to the diverse needs of the applied professions. Therefore, educational institutions with health science subsystems have often yielded to external forces from outside the college campus and have tended to create educational programs with less conceptual structure and less long-range planning for institutional-fit.

Subsequently, there has been wide-spread division of conflict, within and outside the educational organizations related to which goals an institution should attempt to implement. Many state-wide systems of colleges and universities have often become internally polarized about the missions of higher education, e.g., the development and support of health science subsystems. These situations have resulted in sharp criticism regarding the conflicting public perception of what the colleges and universities <u>should be doing</u> in contrast to <u>what they are doing</u>.

As Peterson and Uhl (1975) have outlined, the dimensions of conflict currently being experienced in higher education center upon inter-group competition versus collaboration for limited faculty and financial resources within the institutional system. Several of these area of conflict involve the following dichotomites:

(1) Academic Learning/Vocational Preparation

This dichotomy of conflict focuses upon the preparation of students for advanced scholarly study versus a specific occupational career-field type of preparation.

(2) Teaching/Research

Teaching, as an ultimate goal, rather than involvement in basic research for the extension of knowledge within Society underlies this conflicting issue.

(3) Personal/Non-cognitive Development

Individual development of self-worth and self-confidence as an educational goal has created an area of conflict for many.

(4) Quality/Egalitarianism

The issue of open admissions for all students rather than strengthening criteria for admission has created conflict with the standards of tradition and quality.

(5) Public Service

Public service activities create conflict by charging that educational institutions became responsive social agencies for local, regional, and national priorities and issues rather than becoming isolate towers of knowledge.

Other areas of conflict that Peterson and Uhl (1975a) elude to include:

(6) Controversy over undergraduate liberal arts education counterposed with graduate professional education;

(7) Institutional milieu |rather than off-campus learning centers;

(8) Faculty priorities versus student priorities;

(9) Cooperation of state-wide systems (collectives) of education rather than individual institutional autonomy; and

(10) Comprehensive educational campus environments rather than specialized educational campus sub-units, e.g., health science centers.

In resolving some of these areas of conflict, this report considers the effects of institutional goal analysis within a health science subsystem with the utilization of an Institutional Goals Inventory (IGI) of Peterson and Uhl (1975b).

Peterson (1978) has studied the need for institutional accountabliity and has created an inventory of possible statements which underlie general institutional goal formulation. He has concluded that institutional goals may serve "(1) as basic elements in the formulation of institutional policy, philosophy or ideology; (2) as general decision guides; (3) in planning; (4) in management information systems; (5) in institutional evaluation; and (6) in implementing accountability."

Additionally Peterson and Uhl (1975a) indicate that goals are merely statements of desired end conditions. As such, "they do not describe what the institution does or how it functions to achieve or maintain those ends. An institutional goal is an ideal condition the institution can continuously seek to maximize or perfect; that is a goal can remain, even though, according to some index it has been achieved. In sum, a goal may be thought of as a statement of continuing intent." This definition is used in this study.

Institutional Goals Inventory (IGI) for a Health Science Subsystem

The Institutional Goals Inventory methodology, a futuristic forecasting evaluation tool of Peterson and Uhl (1975b), was used to analyze the health science subsystem within a Western statewide higher educational system. The instrument was administered to the total number of health-educator faculty and those administrators responsible for decision-making and formulation of goal statements related to future-oriented policies and programs in health education planning. From within the system, data was recorded in each college and campus in which there was responsibility for health science education and for the establishment of health science learning environments. The theoretical framework for the Institutional Goals Inventory was designed to evaluate 20 goal areas, consisting of 90 goal statements, in which the respondents give two judgmental ratings for each goal according to a five-point Likert scale. These two judgments are related to (a) how important the goal is currently viewed on campus and (b) how important the goal should be viewed on campus. Subsequently, the 20 goal areas are divided into two categorical domains related to outcome goals and process goals.

Outcome goals are those goals related to the institution and refer to intellectual development. These have been isolated by Peterson and Uhl (1975a) as:

(1) ACADEMIC DEVELOPMENT

This goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

(2) INTELLECTUAL ORIENTATION

Intellectual orientation relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

(3) INDIVIDUAL PERSONAL DEVELOPMENT

This goal assesses the identification by students of personal goals, the development of means for achievement of these goals, an enhancement of the sense of self-wroth, and self-confidence.

(4) HUMANISM/ALTRUISM

Humanism/altruism reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

(5) CULTURAL/AESTHETIC AWARENESS

This goal entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

(6) TRADITIONAL RELIGIOUSNESS

Traditional religiousness is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental --

in short, traditional rather than "secular" or "modern."

(7) VOCATIONAL PREPARATION

Vocational preparation means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

(8) ADVANCED TRAINING

Advanced training can be most readily understood simply as the availability of post-graduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

(9) RESEARCH

Research involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

(10) MEETING LOCAL NEEDS

This goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

(11) PUBLIC SERVICE

This goal involves working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

(12) SOCIAL EGALITARIANISM

Social egalitarianism includes open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

(13) SOCIAL CRITICISM/ACTIVISM

This goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Process goals are those internal goals related to the educational processes and campus milieu (Peterson and Uhl, 1975a).

(14) FREEDOM

Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own lifestyles.

(15) DEMOCRATIC GOVERNANCE

This goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them, and governance that is genuinely responsive to the concerns of everyone at the institution.

(16) COMMUNITY

Community is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty and administrators.

(17) INTELLECTUAL/AESTHETIC ENVIRONMENT

This goal means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

(18) INNOVATION

This area provides a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

(19) OFF-CAMPUS LEARNING

Off-campus learning includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

(20) ACCOUNTABILITY/EFFICIENCY

This goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

PROFILE 1

"IS" RATINGS FOR THE SEVEN GOAL AREAS
CONSIDERED MOST IMPORTANT FOR INSTITUTIONS
WITHIN HEALTH SCIENCES, UNIVERSITY OF NEVADA SYSTEM

Statewide Systems Analysis	WNCC Community College A	NNCC Community College B	CCCC Community College C	UNR University I	UNLV University II
Academic Development	Academic Development	Vocational Preparation	Individual Personal Development	Academic Development	Freedom
Intellectual Orientation	Vocational Preparation	Meeting Local Needs	Vocational Preparation	Intellectual Orientation	Academic Development
Freedom	Individual Personal Development	Social Egalitarianism	Academic Development	Advanced Training	Research
Accountability/ Efficiency	Social Egalitarianism	Individual Personal Development	Community	Accountability/ Efficiency	Meeting Local Needs
Individual Personal Development	Accountability/ Efficiency	Accountability/ Efficiency	Intellectual Orientation	Freedom	Accountability/ Efficiency
Vocational Preparation	Intellectual Orientation	Community	Freedom	Democratic Governance	Intellectual Orientation
Meeting Local Needs	Meeting Local Needs	Intellectual Orientation	Accountability/ Efficiency	Research	Social Egalitarianism

1978-79

PROFILE 2

"SHOULD-BE" RATINGS FOR THE SEVEN GOAL AREAS CONSIDERED MOST IMPORTANT FOR INSTITUTIONS WITHIN HEALTH SCIENCES, UNIVERSITY OF NEVADA SYSTEM

Statewide Systems Analysis	WNCC Community College A	NNCC Community College B	CCCC Community College C	UNR University I	UNLV University II
Intellectual Orientation	Community	Vocational Preparation	Vocational Preparation	Intellectual Orientation	Community
Community	Vocational Preparation	Community	Individual Personal Development	Community	Intellectual Orientation
Individual Personal Development	Individual Personal Development	Individual Personal Development	Community	Academic Development	Individual Personal Development
Academic Development	Democratic Governance	Accountability	Intellectual Orientation	Advanced Training	Advanced Training
Vocational Preparation	Intellectual Orientation	Innovation	Meeting Local Needs	Individual Personal Development	Academic Development
Democratic Governance	Innovation	Intellectual Orientation	Academic Development	Research	Democratic Governance
Intellectual Aesthetic Environment	Meeting Local Needs	Democratic Governance	Social Egalitarianism	Intellectual Aesthetic Environment	Research

1978-79

TABLE 3

RANK ORDER CORRELATIONS BETWEEN
INSTITUTIONS ON "IS" GOAL AREA RANKING

	SW	CCA	CCB	CCC	UI	UII
SW	1.00	.881	.749	.897	.623	.771
CCA	--	1.00	.899	.768	.493	.433
CCB		--	1.00	.845	.357[1]	.297[1]
CCC			--	1.00	.272[1]	.529
UI				--	1.00	.734
UII					--	1.00

[1]Designate values not significant.
Remaining values significant at the level $p \leq .05$ with two-tailed test.

TABLE 4

RANK ORDER CORRELATIONS BETWEEN
INSTITUTIONS ON "SHOULD BE" GOAL AREA RANKING

	SW	CCA	CCB	CCC	UI	UII
SW	1.00	.829	.997	.899	.806	.713
CCA	--	1.00	.953	.943	.465	.511
CCB		--	1.00	.924	.437	.526
CCC			--	1.00	.525	.521
UI				--	1.00	.725
UII					--	1.00

All values exceed significance at the level of $p \leq .05$ with two-tailed test.

A broad array of data has been tabulated in this state-wide study and includes (1) both "is" and "should be" scores (goal mean score), (2) standard deviations for the 20 goals, (3) discrepancy values between "is" and "should be" scores, and (4) the percentage distribution for all items within the instrument. The inventory completed by faculty and administrators in the state-wide system was categorized and recorded by categorical respondent totals and group or institutional subsystem totals. Peterson (1978) has reported reliability (coefficient alpha) of the goal area scores on the IGI has been documented at 0.88 for the "is" ratings and 0.87 for the "should be" ratings. These reliability figures are quite high considering these goal area measures contain only four discriminating items. Additionally, Peterson (1978) reported that ten separate approaches to establishing the validity of the IGI have been measured and include (1) correlations with 21 different institutional characteristics for a constituent validity approach; (2) correlations with ratings by a panel of expert judges; and (3) multi-goals/multi-group matrix adaptations for construct validity.

It has been recommended that a sample size of 200 be used for a general sample of any particular group to evaluate interrelationships between internal and external forces and serve as the minimum number necessary for accurate and dependable data. Hence, the standard error of measurement stabilizes at an N of about 200. Below 200 it increases, while above 200 it does not measurably decrease. Smaller samples are appropriate only if they include almost all the members of the particular group or subgroups. Therefore, Peterson and Uhl (1975a) recommended surveying ALL faculty, up to some maximum feasible number depending on institutional resources available for the project. When all faculty participate, or are given the opportunity to participate, questions related to credibility and bias of results is minimized. To be confident of a representative sample, 80 to

90 percent response rates are desired. This study had a return rate of 92%.

Results

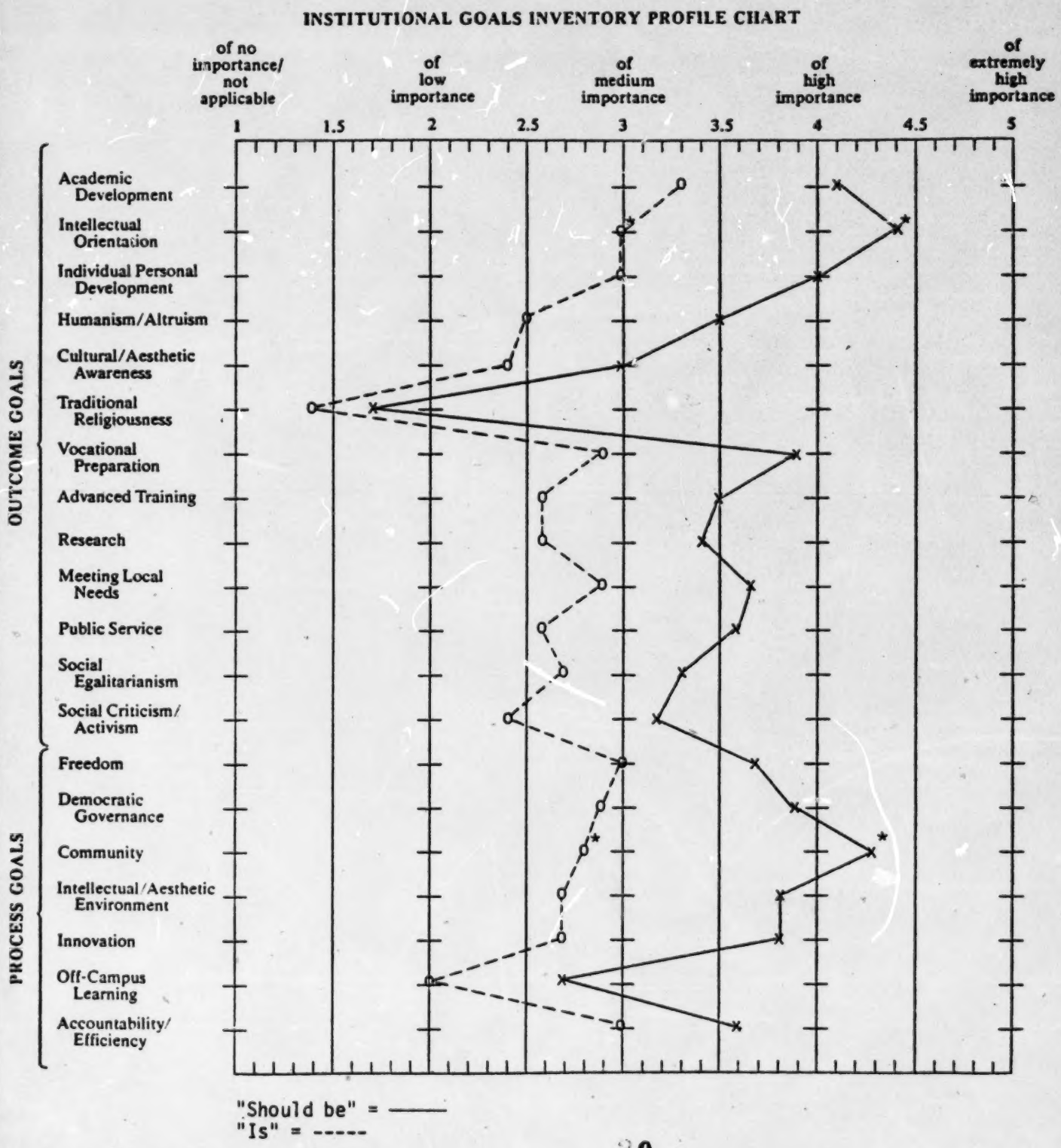
The institutional data collected in this health science subsystem study have been computed to provide a data base for institutional profile developments (see Profiles 1 and 2 as examples). Specifically, the identification of short-range (current) and long-range (future) goals in health sciences is an attempt to facilitate the understanding of goal responsiveness of each specific education institution within the statewide system of higher education. Common trends and variations among the statewide educational system were analyzed. As a result, seven goal areas considered to be currently most important by each of the institutions has been presented, in descending order of importance, on Profile 1, with the mean rank order listed under "Statewide Systems Analysis." Profile 2 lists the seven most desired goals that "should be." It is interesting to note that the differences between the University goals and the Community College goals demonstrate that the latter forms a cohesive group. There is little correlation evident between the two types of institutions.

In Table 3, the rho values for current or "is" in the Community College group were all significant. The values in the University group were much lower and demonstrated no statistical relationship. The perceived ideal goals, the "should be," identified on Table 4 continues this trend. Although all institutions have a reasonably high correlation with the Statewide System Analysis, the Community Colleges correlate highly with one another while the University institutions' rho values remained much lower.

The interrelationship of the current state-of-the art for institutional goals and the perceived future goals derived from the Statewide System Analysis has been geographically presented in Figure 1. Data are presented for all 20 goals. The smallest mean difference occurs with the goal that is perceived as least important -- "Traditional Religiousness" -- with raw score differences of 0.3 obtained. Greatest differences between the "is" and the "should be" goals occur with "Community " (1.5 score difference); "Intellectual Orientation" (1.4 score difference); and "Intellectual/Aesthetic Environment" and "Innovation" (both scoring 1.1 differences). The greatest score discrepancies appear between process goals, rather than outcome goals. The differences between the "is" scores and the "should be" scores were statistically significant using the Behrens-Fisher t ($t' = 0.001$).

An example of the discrepancy between the current and future goals for one institution (University 1) is presented in Figure 2. In this example, in addition to "Intellectual Orientation" and "Community," University 1 perceived "Public Service" more importantly than has been presently expressed in their current goals.

FIGURE I
STATE-WIDE SYSTEM ANALYSES



Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service. Princeton. New Jersey 08540

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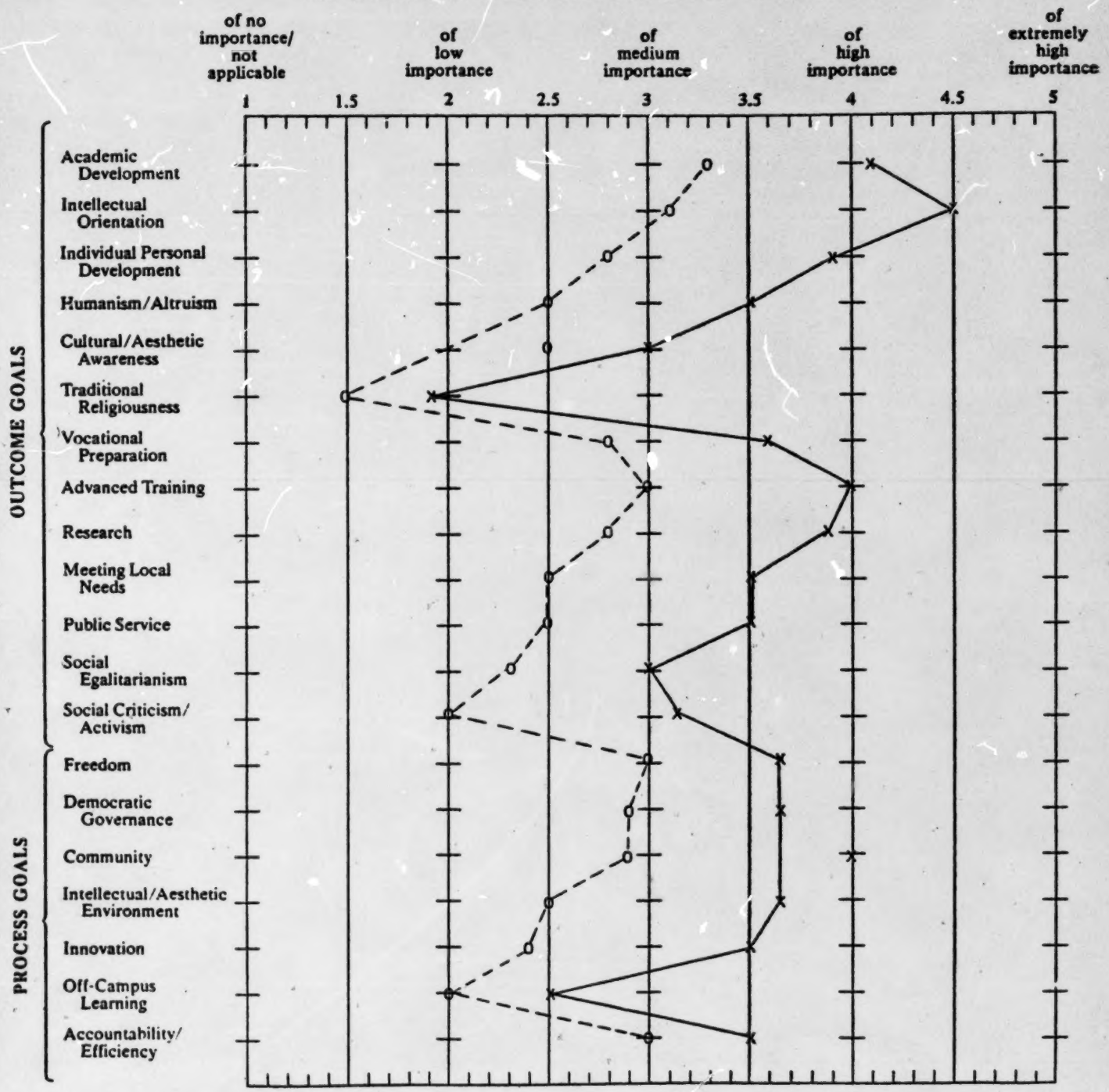
FIGURE II
UNIVERSITY I

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



"Should be" = ——
"Is" = - - - - -

Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service. Princeton. New Jersey 08540

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Summary

In summary, the Institutional Goals Inventory has facilitated this administrative research through institutional analysis. The data will serve as the base for development of a future-oriented institutional planning mechanism within a health science subsystem enmeshed in a statewide higher education system. Therefore, the greatest value related to the analysis of the responses to specific goals will continue to reside with those individuals and groups who have assumed a major responsibility for deliberating higher education policy for today and the future. The analyses and utilization of health science goals within such a complex higher educational system is one proven method to assist and facilitate future efforts for development of responsive planning mechanisms for the 1980's.

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